DOCUMENT RESUME

ED 294 992 CE 049 967

TITLE	Building Self-Esteem and Confidence of Substance Abusers through Adult Basic Education. A 310 Special Demonstration Report. September 1, 1986 to June 30, 1987.
INSTITUTION	Erie City School District, Pa.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE	30 Jun 87
NOTE	40p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Basic Skills; Curriculum Development; Drug Addiction; *Drug Rehabilitation; Educational Needs; High School Equivalency Programs; *Outcomes of Education; Program Effectiveness; Self Actualization; Self Concept; Self Concept Measures; *Self Esteem; *Skill Development; *Student Motivation
IDENTIFIERS	310 Project

ABSTRACT

A project was conducted at Crossroads Drug and Alcohol Rehabilitation Center (Erie, Pennsylvania) to help residents build self-esteem and confidence through a course involving decision making, problem solving, and values clarification. Strategies, academic skills, reading, writing, and mathematics were introduced as part of the program. Over the years, counselors at the Center have noted the substance abusers have one outstanding problem--poor self-image. Clients were helped to set goals and to prepare for the General Educational Development Tests in order to receive a high school diploma. A curriculum centered on motivation lessons that would increase self-esteem, enhance decision-making ability, and give the students goal-making skills was developed and implemented. The BASIS test was used for pre- and posttesting. Self-esteem was measured by the Junior-Senior High School Personality Questionnaire (HSPQ). To implement the curriculum, two adult learning center instructors met with 41 Crossroads students in groups of eight for two hours per week. Lessons included exercises, grammar, sharing of feelings, writing activities, and group discussion. The results of the academic testing showed increases in both mathematics and reading areas. The results of the personality testing were inconclusive, often due to the clients' use of medication, but their comments and the comments of staff members were positive. Many of the students were continuing their education following the conclusion of the program. (Ten motivation lessons that were developed for the program are included in this report.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294992

BUILDING SELF-ESTEEM AND CONFIDENCE OF SUBSTANCE ABUSERS THROUGH ADULT BASIC EDUCATION

A

310 SPECIAL DEMONSTRATION REPORT

Sept. 1, 1986 to June 30, 1987

funded by

The Pennsylvania Department of Education
Division of Adult Basic Education
333 Market Street
Harrisburg, PA 17126-0333

to

The School District of the City of Erie, PA
Adult Educational Learning Center
3325 Cherry Street
Erie, PA 16508

Dr. Raymond Dombrowski - Superintendent of Schools
Mr. Henry Pilker - Director of Vocational and Adult Education

Project #98-7009
Budget Total $4,700.00 Federal Funds

This report is a result of a project supported in whole or in part by the U.S. Office of Education and the PA Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Pennsylvania Department of Education and no official endorsement should be inferred.

CE 049 967

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Christopher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

The Erie Adult Educational Learning Center wishes to acknowledge the assistance, guidance, cooperation and overall support of the following groups and individuals in the successful completion of this project:

The Board of School Directors
School District of the City of Erie

Dr. Raymond Dombrowski
Superintendent of Schools

Mr. Henry F. Pilker
Director of Vocational & Adult Education

Erie Area Cooperating Social Service Agencies

Mr. James Morschauser
Printing Productions - Erie School District

Mrs. Doreen Kirkpatrick
Secretary - Erie Adult Learning Center

DISTRIBUTION OF FINDINGS

The staff involved in the project had maintained communication with the Division of Adult Basic Education in the Pennsylvania Department of Education. An evaluation with Raymond Pecuch was conducted in the spring concerning all aspects of the Crossroads project. Other ABE/GED programs were conducted for input and concerns. These results including the curriculum materials and the final project report will be made available to all the ABE/GED programs throughout the Commonwealth. Project products will also be made available through the services of ADVANCE.

FINAL NARRATIVE REPORT

BUILDING SELF-ESTEEM AND CONFIDENCE OF SUBSTANCE ABUSERS THROUGH ADULT BASIC EDUCATION

OVERVIEW: This report will state the outcome of the 310 project that took place at Crossroads Drug and Alcohol Rehabilitation Center, 418 West 5th Street, Erie, PA. This program was designed to help the clients in residence to build self-esteem and confidence through a course involving decision-making, problem-solving, and values clarification. Strategies, academic skills, reading, writing and mathematics were introduced as part of the program.

STATEMENT OF THE PROBLEM: The clients at Crossroads Hall needed help in developing a positive self-image in order to reverse their previous history of self-destructive behavior. They also needed help in setting short and long term goals.

The counseling staff at Crossroads Hall through years of association with substance abusers has noted one outstanding problem: poor self-image.

GOALS AND OBJECTIVES: The primary thrust of this project was to concentrate on changing the self-image of the clients of Crossroads and to give them a sense of direction with their short and long term goals. Another main goal for those clients who had not completed high school diploma, was to prepare them to pass the GED. (It should be noted that many of the resident clients had completed their high school diplomas, but had developed problems later with memory retention, inability to concentrate, and comprehension problems because of their substance abuse. Those students were then given supplementary material at their appropriate grade level to bring up their academic skills.)

The other goal of the program was to prepare a curriculum centered on motivation lessons that would increase the self-esteem, enhance their decision-making ability and give the students goal-making skills. This curriculum was developed and implemented by the staff at the Adult Learning Center.

Other specific objectives were the following:

1. The identification of the students for this project and the testing to ascertain their current academic levels.

2. The development of a curriculum to build self-esteem and character through a writing course involving decision-making, problem solving and values clarification strategies. The curriculum development was an on-going process throughout the project.
3. The initiation of the instructional phase of the project.
4. The evaluation of the student's progress both academically and attitudinally.
5. Completion of all requested and required reports for this project.

PROCEDURES: The plan for this project involved the following steps:

The identification of students for participation in the project and testing of their academic levels. The BASIS test was used for the pre and post testing. From this test, the needs of the individual students were determined.

Self-esteem of the students involved in the project was measured by the Jr.-Sr. High School Personality Questionnaire - "HSPQ". This test was given in pre and post testing sessions.

The staff of the Adult Learning Center had developed curriculum after reviewing existing material from other sources. To implement the curriculum, two (2) Adult Learning Center instructors met with the Crossroads students for two (2) hours per week. Also, each teacher had one (1) hour per week for preparation time. The total time for each instructor was three (3) hours per week.

In developing the curriculum, we used materials supplied by ADVANCE and PDE Resource Center. This material, along with our own ideas about how the classes should be conducted, formed the motivation lessons.

The motivation lessons were structured so that each lesson could be completed within an hour. Usually the lesson would begin with a small discussion initiated by the teacher describing the upcoming lesson. The students would be asked to write a short paragraph describing a particular motivation exercise from the blackboard. These exercises would let each student describe their own experiences in their own words. For example, an exercise for students in writing about positive aspects of their personalities would have those students think for a couple of minutes of something positive in their lives. For some people with low self-esteem problems, this was a difficult task. Once an idea had been formilated, the instructors required the students to express those ideas using correct grammar and punctuation in their paragraphs. Dictionaries were supplied for poor spellers. After the writing exercise, a class discussion gave the students an opportunity to make their feelings known in front of a group. During the group discussion, the main idea of the lesson was brought out by the group leader.

The lessons were revised according to the needs of the students. Some of the earlier lessons were rewritten to encourage class response and participation.

In developing the curriculum, it was decided by the staff to supplement the motivation classes with video lessons. A series from the Modern Talking Picture Service in Cornwells Heights, PA had an excellent series which was used by the instructors for the motivation classes. Titles as "The Power of Listening," "Motivation: The Classic Concepts" and a powerful video that the class discussed at length, "Working with Difficult People."

Finally, the instructors evaluated the student's progress. Academic achievement and a personality evaluation included a report from the Crossroads counseling staff on each student.

OBJECTIVES MET

The following objectives were met:

1. We had more clients at Crossroads than we expected. The original projected number we expected to enroll was 20 clients for the total length of this project. The actual number serviced was 41 students. During the program, we conducted five, six week sessions with approximately eight students in a class.
2. The results of the academic testing showed increases in both the math and reading areas. Total math averages for the pre-test averaged 7.77 grade level, post test averages 8.56 an increase of .79, almost eight months increase for a six week period. The reading area for the pretest came out 8.01 grade level, post test averages at 8.92, an increase of .91 or 9 months increase for the same, six week period. Certainly not dramatic increases but above average considering some of these clients had only six weeks in the program and almost all were on alcohol-withdrawal medication.
3. The results of the Jr-Sr High School Personality Questionnaire of HSPQ was administered to the clients

before and after the motivation classes at Crossroads Hall. The test, which was published by the Institute for Personality and Ability Testing in Champaign, IL, measured such traits as shyness, obedience, enthusiasm and so on.

It should be mentioned that these test results are to be understood only in general terms. To draw any monumental conclusions from these results would be wrong for the following reasons:

1. The majority of the students tested were taking medication for drug dependency. This medication used is administered by the staff at Crossroads as an aid in alcohol withdrawal. Therefore, some data collected by individuals may be unreliable because of the drugged state many of the clients were in during testing procedures.
2. The test is designed to measure younger students from the ages 12 - 18. Although some of the clients are functioning academically within these levels, other factors such as toxicity may have influenced the results.
3. In some cases it was not possible to post-test clients since some left the program soon after beginning the classes. Some were transferred to other rehabilitation programs in the area. Others, under court order were placed in correctional institutions.

4. A few students, because of their low reading level were unable to take the personality test. In one session, there were three clients who had severe reading difficulties and it was determined that reading the test to the individuals would be inappropriate.

5. To understand the results of the test it is important to discover what personality factors the test measures. The outline on the next page describes the titles and symbols for the designation of fourteen aspects of behavior.

TABLE I

Low Sten Score Description (1-3)	Alphabetic Description of Factor	High Sten Score Description 8-10
A- reserved, detached, critical, aloof, stiff	A	A+ warmhearted, outgoing, participating
B- dull, low	B	B+ bright
C- affected by feelings, easily upset, changeable	C	C+ mature, faces reality, calm
D- undemonstrative, deliberate, inactive	D	D+ excitability, impatient, demanding
E- obedient, mild, easily led, docile	E	E+ assertive, aggressive, stubborn
F- sober, taciturn, serious	F	F+ enthusiastic, happy-go-lucky

TABLE I

Low Sten Score Description (1-3)	Alphabetic Description of Factor	High Sten Score Description 8-10
G- disregards rules, expedient	G	G+ conscientious, persistent, moralistic
H- shy, timid, threat sensitive	H	H+ adventurous, "thick skinned," socially bold
I- tough minded, rejects illusions	I	I+ tender minded, sensitive, dependent, overprotected
J- zestful, liking group action	J	J+ reflective, internally restrained
O- self-assured, placid, secure, complacent serene	O	O+ apprehensive, insecure, worring, troubled

TABLE I

Low Sten Score Description (1-3)	Alphabetic Description of Factor	High Sten Score Description 8-10
Q2- a joiner and sound follower	Q	Q2+ self-sufficient, resourceful
Q3- uncontrolled, lax, careless of social rules	Q	Q3+ controlled, socially precise, following self image
Q4- relaxed, tranquil	Q	Q4+ tense, driven, fretful

To describe briefly the proceding table, a low Sten score of each category would give those students those characteristics in the named category. For example, Jim Jones (fictitous) scores:

2 in A

1 in B

4 in C

5 in D

2 in E

7 in F

3 in G

5 in H

2 in I

2 in J

4 in O

3 in Q2

2 in Q3

6 in Q4

The low Sten scores from 1-3 would describe traits from the left hand column, scores from 4 - 7 would be median scores, describing the middle ground between both descriptions. Sten scores between 8 - 10 would describe those characteristics in the right hand column.

By understanding the above example, we can proceed to a graph showing the comparison of personality profiles of Crossroad clients before and after the Motivation Program.

TABLE II

Comparison Of Personality Profiles Of Crossroads Clients

Before And After Completing Motivation Program

(N = 32)
(Men + Women)

Factor Low/High		Before	After	Increase/ Decrease
A	detached/outgoing	6.0	6.3	+.3
B	dull/bright	5.6	5.5	-.1
C	changeable/mature	4.7	5.2	+.5
D	inactive/demanding	5.2	5.5	+.3
E	obedient/assertive	5.0	4.7	-.3
F	sober/enthusiastic	5.5	5.5	---
G	expedient/conscientious	5.2	5.0	-.2
H	shy/adventurous	5.8	5.9	+.1
I	tough minded/sensitive	5.1	5.3	+.2
J	zestful/reflective	4.9	5.5	+.6
O	secure/insecure	5.7	5.9	+.2
Q2	joiner/self-sufficient	5.2	5.1	-.1
Q3	lax/controlled	4.9	5.4	+.5
Q4	relaxed/tense	5.5	5.3	-.2

CONCLUSION

From the preceding table, we can see that in some areas, there were increases. Eight of the sections had slight increases, five sections had slight decreases and one personality category remained the same.

To draw any major conclusions from this data would be unwise. Suffice to say that there was an attitudinal improvement in the clients at Crossroads Hall, however most of the self-esteem improvements came from the comments we received from the Crossroads staff and more importantly the clients themselves. It should be noted that by improving the academic levels of the students, a measure of improved self-esteem would seem inevitable. Also, an improvement in self-esteem is difficult to measure, it seems easier to measure it more by the action of the client than by numbered results.

As we completed the program, we asked the counselor at Crossroads to provide us with information about students who left the center. He supplied us with the following information.

Attending other Learning Institutions following completion of GED	2
Attending GED classes at Erie Adult Learning Center	8
Joined Military Service	1

Became hospitalized but continue to participate in GED preparation via weekly meetings with instructors	1
Unemployed but actively searching for employment	1
Relocated present residence unknown	2
Rejoined correctional institutions	9

From the following information, we can conclude that 28 clients had positive terminations since they are either employed or attending classes or military service. One client is hospitalized and one unemployed and two others have relocated out of the area. Nine of the students are presently incarcerated.

OBJECTIVES NOT MET

All of the objectives were met by the staff involved in the 310 project.

RECOMMENDATIONS

After the completion of this project, the staff of the Adult Learning Center felt that future classes at Crossroads Hall would be advantageous to the clients. Whether they be classes in motivation or GED preparation, the clients at Crossroads need varied activities during their rehabilitation. The following recommendations are listed for improvement in our pilot project:

A. Since the Crossroads students are attending A.A classes at Crossroads, a better understanding of the motivation used during the A.A. meetings might facilitate methods of instruction with future motivation classes.

B. It would be advantageous for the teachers and counselors of Crossroads to discuss individual on a regular basis student problems. By mid-session, the teachers would have an idea of specific needs that would have to be met for those students requiring special help.

C. It might be interesting to do future follow-up on the students after a one-year period to see whether they have reached any of their short term goals. It would also be interesting to see whether the clients had changed their

personal outlook and were more equipped to deal with their problems.

D. The use of guest speakers might also improve the curriculum of the classes. (A different approach, might be used by a speaker to get some points across not mentioned by the teachers.)

E. Since the beginning of the Crossroads project, the teachers found a library of information that could be related to the project. Self help books like Looking Out For Number One, by Robert Ringer, The Road Less Traveled, by M. Scott Peck, Total Self Confidence, by Dr. Robert Anthony are just some of the excellent books that contain exercises and information for use with these classes.

It is hoped that these recommendations can be used for a future project with the clients at Crossroads.

APPENDIX I
CROSSROADS PRE-TEST
ACADEMIC SCORES

	READING	MATH		READING	MATH
V. A.	6.4	5.6	J. A.	9.0	9.2
R. B.	5.6	5.7	D. B.	12.9	8.8
J. B.	6.0	5.3	C. B.	9.8	10.8
C. C.	10.2	10.6	D. D.	9.7	8.2
H. F.	4.2	3.8	C. F.	3.2	4.0
T. F.	6.0	6.2	C. H.	6.3	4.8
D. H.	6.8	7.2	C. J.	7.1	8.2
J. K.	10.3	11.3	D. K.	9.4	9.8
W. K.	12.0	11.6	S. K.	10.3	6.4
J. L.	3.1	1.6	G. L.	2.0	1.8
E. M.	7.6	8.2	P. M.	12.9	11.3
J. O.	11.2	10.5	B. P.	11.5	10.8
D. P.	10.6	11.2	A. P.	8.8	10.2
C. P.	0.0	1.2	J. R.	4.3	5.2
B. R.	12.0	12.3	E. S.	12.0	10.8
J. S.	10.2	9.8	W. T.	8.7	7.9
C. V.	10.8	10.2	L. W.	4.0	5.2
J. W.	8.2	8.9	J. W.	9.2	8.8
H. W	11.6	10.9	W. W.	6.3	6.2
T. Y.	4.8	5.2	T. Y.	5.8	6.1

APPENDIX II
CROSSROADS POST TEST
ACADEMIC SCORES

	READING	MATH		READING	MATH
V. A.	9.3	7.8	J. A.	10.5	10.1
R. B.	6.3	6.4	D. B.	12.9	9.9
J. B.	6.8	5.8	C. B.	10.2	11.4
C. C.	10.4	11.2	D. D.	10.6	8.8
H. F.	5.2	6.4	C. F.	6.2	5.4
T. F.	7.6	8.9	G. H.	8.2	6.0
D. H.	7.6	6.8	C. J.	7.9	8.9
J. K.	12.9	12.3	D. K.	8.2	10.2
W. K.	12.3	11.8	S. K.	10.1	6.5
J. L.	3.5	2.4	G. L.	2.6	1.9
E. M.	8.4	8.9	P. M.	12.9	11.6
J. O.	12.4	10.7	B. P.	12.7	10.9
D. P.	12.0	10.4	A. P.	8.9	11.2
C. P.	4.9	2.8	J. R.	4.7	5.9
B. R.	12.0	12.9	E. S.	11.9	10.9
J. S.	10.6	9.9	W. T.	9.8	8.9
C. V.	12.2	11.4	L. W.	5.4	6.2
J. W.	8.6	9.3	J. W.	9.6	8.9
H. W.	12.0	11.6	W. W.	6.7	6.9
T. Y.	5.5	6.8	T. Y.	6.3	7.4

BIBLIOGRAPHY

Values Clarification, by Sidney B. Simon,
Howe and Kirschenbaum - Hunt Publishing Company, Inc., 1972

Don't Call Us, We'll Call You, by Barbara Slater
Kids in Between Publisher, St. Louis, MO 63104, 1985

Video Tapes:

1. Abilene Paradox
2. Communicating Non-Defensively
3. Delegating
4. Discipline w/o Punishment
5. Managing Stress
6. Power of Listening
7. Motivation: The Classic Concept
8. Working with Difficult People

McGraw Hill Publishing c/o Modern Talking Pictures
5000 Park Street North, St. Petersburg, FL 33709

Values Clarification for Adult Basic Education, by
Meredyth Scott, Pennsylvania Department of Education, Division of Adult Education, Temple University Center for Adult Education, January, 1974

The American People, 1 & 2
Steck Vaughn Company, Austin, TX, 1983

BIBLIOGRAPHY

Preparation for High School Equivalency in Social Studies,
Steck Vaughn Company, Austin, TX

Specific Skill Series: Developing Comprehension
Barnell Loft, Ltd., Baldwin, NY, 1982

Mathematics in Daily Living,
Steck Vaughn Company, Austin, TX, 1985

Basic Science for Living,
Steck Vaughn Company, Austin, TX, 1979

Preparation for High School Equivalency in Science
Steck Vaughn Company, Austin, TX, 1978

Language Skills Series,
Steck Vaughn Company, Austin, TX 1986

SAMPLE

OF

MOTIVATION

LESSONS

MOTIVATION

LESSON I

PURPOSE: The purpose of this beginning lesson is to make the students aware of their feelings. From these "feeling grids", students will be able to identify certain feelings about themselves. From this grid, a class discussion will follow.

PROCEDURE: Give the students the opportunity of listing on a sheet of paper 25 things that they enjoy doing. Approximately 20 minutes should be allotted to the writing of this exercise on a sheet of paper. Afterward, a class discussion concerning what they like to do, why they like to do those particular things could be brought out. During the discussion, emphasis should be stressed on the positive aspects of those things that they do. Students could scan their lists and see how many of the 25 items that they wrote down could be negative things.

EVALUATION: Because this is the first lesson, some students felt awkward in expressing 25 statements about their feelings. Most could only come up with 10 or 15. As the class opens up, more students felt like giving a response.

MOTIVATION

LESSON 2

PURPOSE: The purpose of this lesson is to put the student in touch with the positive aspects of their personalities. Too often, in relationships with other people, clients may feel unsure about their relationships with other people and tend to accentuate the negative of their lives.

PROCEDURE: Let the students list on a sheet of paper 10 positive aspects of their lives. Stress during this exercise that these 10 positive things can be from past events, experiences or feelings that they have encountered. These positive things can be very simple like; winning an award in sixth grade for the best speller or learning how to cook a souffle. The key to this lesson is to accentuate positive aspects of their self-esteem. After listing those positive statements, a class discussion can follow where the students can read aloud from their papers and tell about their choices.

EVALUATIONS: Most students were able to put some positive statements about their personalities but again the number of positive aspects could have been a problem.

MOTIVATION

LESSON 3

PURPOSE: The purpose of this lesson is to have students identify with people in their lives that have had a positive effect on them personally. This person or persons can be a positive example for the students to think about.

PROCEDURE: Have the students write a short paragraph (approximately 75 words) telling about a person who had a positive effect on them in some way. This person can be a teacher, friend or neighbor, who at a particular time in the students life did something or said something to have a positive effect in the students life. The student could include in the paragraph whether knowing this person now might change the students attitude. A class discussion about their choices and reasons for their choices would follow.

EVALUATION: This lesson went very well. Each student was able to come up with someone who did something to better their lives. The most striking example was a friend who brought the student down to the Crossroads Hall seeking help for drug dependancy.

MOTIVATION

LESSON 4

PURPOSE: The purpose of this lesson is to have the student examine the positive or negative input that they can pick from others. By identifying behavior in other people the students can decide whether their behavior is following a particular pattern.

PROCEDURE: Have the student make a list of five people who have said or done something which shows you what they thought of you. This can be a verbal comment that they said or a written recommendation that you might have received from a job. On one side of the paper put the names of the people that you can remember and on the other side of the paper the positive or negative things that they said. When you have completed this list answer these questions.

1. What people do I agree with or disagree with?
2. What negative aspects of your personality do you feel that you need help with?
3. Do you agree that you have the negative aspects that the people say you do?

Put the answers on a sheet of paper. A class discussion will follow.

EVALUATION: To do this lesson fully, adequate time must be given. If you are working with a group less than an hour, break the activity up into two parts. In our situation, the class discussion was rushed because we had only five minutes left in the hour of class time.

MOTIVATION

LESSON 5

PURPOSE: The purpose of this lesson is to have the student identify negative aspects of their behavior and take steps to change those negative traits.

PROCEDURE: Have students write three things about themselves that they would like to change about themselves. These 3 things can be emotions like anger, getting mad when something doesn't go their way. Next to those three negative emotions put examples of what can cause this emotion to surface. After putting these ideas on paper, have students come together for a class discussion. During discussion have students discuss how their emotions can be grouped together into general categories, like anger, or impatience. Help students understand that those emotions are shared by everyone and that most people can control those emotions if they want to. Keep comments to use for next class.

EVALUATION: Lesson went well. One student made the comment that putting only three down on paper was difficult because he had so many and he found it hard to choose.

MOTIVATION

LESSON 6

PURPOSE: The purpose of this lesson is to have the student continue to work on taking steps to change their negative traits.

PROCEDURE: Have students look over the last assignment on the three negative aspects of their personalities. Have the students pick one of those three as the most prominent aspect that they feel they need to change. After they pick the one negative thing that they would like to change, have the student write that trait on a sheet of paper and think of all the examples that they can cause that emotion to surface. It is important to stress that this is an individual response. Some people can be angered or upset by different things, it is important that the students pick particular examples that affect them. After students completed the written assignment have them copy the rules of changing behavior from the board. They are:

1. All your negative emotional responses are habits. A habit is a response that you have over and over again. Fortunately, habits can be broken although it takes time and patience.
2. The next time you have a negative response to a

situation, change your thinking. Instead of reacting in a particular way, change your habit. Deal with your problem in a different mode of thinking. For example, instead of getting depressed when you feel down in the dumps go do something different, see a friend, go to a movie. The trick is to change your response to the situation.

EVALUATION: The lesson was presented according to the above procedure. Later follow up would be necessary to see if any changed their habits.

MOTIVATION

LESSON 7

PURPOSE: The purpose of this lesson is to introduce the students to goal setting. Two types of goals will be discussed, short term goals and long term goals.

PROCEDURE: Teacher will discuss the relationship between short term goals and how they should fit into everyones lives. The short term goals could be as simple as a daily list of something you need to get done. It should be brought out that all goals are not always achieved. One must set priorities on what should be completed first, second, third and so on down the line. Ranking goals according to priorities is subject for an upcoming class.

Have students list on a piece of paper, one thing they expect to get done today, tomorrow, next week, next month and next year. Give students ample time to think about what they want to say. After completing the list, a class discussion will follow.

EVALUATION: This activity seemed easy for the class to complete. Since it was dealing with actual realistic situations that the student could identify. It seemed for the majority of students that the further away the day the harder the ability to come up with a goal.

MOTIVATION

LESSON 8

PURPOSE: The purpose of this lesson is to have the student become attuned to what they will be doing in the future. This lesson stresses the need for setting long range goals.

PROCEDURE: Have students sit down with a sheet of paper and write three short paragraphs. The first paragraph should descirbe what they see themselves doing in five years. This paragraph should include type of job, educational goals, family situations, housing or vacations that they want to take. The next paragraph should describe their lifestyles in 25 years.

After the writing exercise, the class should have a class discussion about what they wrote.

EVALUATION: The class seemed to enjoy this writing activity. The most time consuming factor of this exercise was the students putting their ideas on paper. One man commented that this exercise was the first time that he really thought about where he was going.

MOTIVATION

LESSON 9

PURPOSE: The purpose of this activity is to have the students set priorities for goal making decisions.

PROCEDURE: This activity begins with a discussion led by the teacher about the realities of setting certain goals. Goals within reach of a persons emotional, physical and intelligence range are considered to be realistic goals. Once those goals have been picked, it is important to rank the priorities of getting these goals done.

For this activity have the students think of themselves alone in a desert. Besides having the clothes on their back and a good pair of shoes, they are in the middle of a hot, dry desert. Ask them to list on a piece of paper 25 things that they wished they had in order to make themselves survive and be rescued. After listing the 25 articles, have the students pick 10 of them in the order of importance. A class discussion stating why they picked what they did should follow.

EVALUATION: Of all the activities, the students enjoyed this one the best. Since this activity was non-personal, it seemed that the students could open up more than they had in the past.

MOTIVATION

LESSON 10

PURPOSE: The purpose of this lesson is to have the students come to a summary of ideas about what they have learned about themselves.

PROCEDURE: The students should construct a paragraph according to the following directions:

Write a short paragraph describing the new insights that you have learned about yourself. Include in the papagraph, things that other people told you about yourself or things you have realized, and goals that you have given yourself. Be specific. Watch your grammar, capitalization, spelling. (Dictionaries should be provided for any student who needs help with looking up a word).

EVALUATION: This summary was a good way for the students to synthesize ideas about the information that they have assimilated during the course of these lessons.

Crossroads Hall

The Alternative Treatment Center for Alcoholism and Drug Abuse

414 West Fifth Street
Erie, Pennsylvania 16507
(814) 459-4775

April 22, 1987

Mrs. Barbara Nicholls
Adult Learning Center/Tech Memorial
3325 Cherry Street
Erie, PA 16508

Dear Mrs. Nicholls,

I would like to take this opportunity to thank you for your cooperation with the afternoon G.E.D. class on Tuesday and Thursday. Our clients have had the opportunity to experience the motivation and goal setting classes as well as improve their basic skills for the G.E.D. test. Through your program, some clients have wished to continue with classes at the center.

We hope that you can continue to provide this service in the future as it is a definite need in our facility.

Sincerely,

Suzanne C. Mack

Suzanne C. Mack
Assistant Director

SCM:ah

CROSSROADS HALL is operated by Serenity Hall, Inc., a non-profit corporation funded by The Office of Drug and Alcohol Abuse, Erie County Department of Human Services; and accredited by the Joint Commission on Accreditation of Hospitals. Services include inpatient non-hospital detoxification, residential treatment and rehabilitation, and Treatment Alternatives to Street Crime (TASC). Crossroads Hall is not affiliated with any other treatment facility.